ORTON C of E SCHOOL

PHYISICAL ACCESSIBILITY AUDIT

2025

UNDERTAKEN BY:

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Signed:

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1   Introduction

The purpose of an access audit is to assess the suitability of a building for use by people who have physical, sensory, or mental impairments.

This guidance is intended to enable schools and other setting managers to carry out an access audit of their premises. The aim is to identify those aspects of the building which would need to be improved or modified to enable the premises to perform within the spirit of the Equality Act 2010.

The access audit tool provided in this document offers a simple, practical approach for people who have little or no experience of access audits. No specialist equipment and only a little specialist knowledge is required to carry out the initial audit.

The check lists are particularly helpful where there is a need to audit an area prior to carrying out some repair, maintenance, refurbishment or improvement work. It is essential that, whenever there is a proposal to spend money on the school's accommodation, the potential to include access improvements in the scheme is considered.

Following the audit, deficiencies in the building design may emerge. Further investigation will be required to identify and prioritise potential solutions and costs. This process is generally more complex than the initial audit and it is recommended that managers consult specialists in building design and access for advice on the most appropriate solutions.

The access audit is valuable to Governing Bodies and Managers in order to:

- identify necessary adjustments in the service provided to disabled staff, pupils and visitors to the school in order to meet the requirements of the Equality Act 2010, BS8300 (Design of buildings and their approaches to meet the needs of disabled people - Code of practice) and Part M of the Building Regulations.
- provide the first "reasonable step" to prioritising and improving disabled access to the school and to the services it provides as indicated in current legislation.
- consider the current management and organisation of the building and the service it provides in order to achieve maximum accessibility for all users.
- inform the setting's Accessibility Plan and/or the objectives identified in the School Single Equality Scheme. It will also help to identify issues which may be included in future refurbishment, regular maintenance and budget planning for substantial capital costs.
- support bids and applications for consent for alterations, extensions and new builds in compliance with Part M of the Building Regulations.
- assist application for Lottery, Government funding and other grants available to schools and other settings.

Dimensions used in this document are generally taken from Part M (Access to and Use of Buildings) of the Building Regulations 2004 (updated 2010 and 2013), and should be treated as minimum requirements.

2   The built environment

Buildings and the spaces separating or linking them have conventionally been designed, constructed and used in ways reflecting the size, strength and capabilities of an average fit and healthy person.

People who have been excluded or inconvenienced by the limitations of these norms have been considered to have "special needs". More recently, however, designers have been spurred on,

particularly by legislation relating primarily to new buildings, to provide for the safety and convenience of a much wider range of users, notably people with impairments.

The introduction of the Disability Discrimination Act in 1995, which was replaced by the Equality Act in 2010, means that it is no longer acceptable to discriminate unreasonably against disabled people by providing them with lower standards of service or lesser employment opportunities. Two main issues have therefore emerged for consideration and action – the location, design, construction and use of new facilities and the alteration and adaptation of existing premises. These considerations extend beyond the fabric of the buildings and their surroundings to the ways in which they are used.

3   Disability

One approach to disability personalises the issues by viewing disability as a degree of impairment or functional limitation. Impairment may result from physical, sensory or mental factors, which either prevents someone from undertaking a particular task or activity or requires him or her to accomplish that feat in a manner different from that considered "normal". Simple examples are the use of a wheeled vehicle rather than walking, audiotape rather than the printed word, or sign language as an alternative to spoken communication.

Increasingly opinion is departing from this model by using an approach which depersonalises disability. In this model, impairment remains as a personal characteristic but disability is the result of barriers in the environment or within the structure of society and its attitudes which result in the loss or limitation of opportunity to play a full role in the community.

It is very important that each area is assessed for its ease of access considering all the types of disability suggested – wheelchair, ambulant, dexterity, visual, auditory, and comprehension.

3.1   Wheelchair

Often a feature will potentially form an obstacle to any person, but to an increasing extent relative to the type and degree of disability. A kerb causes any person to pause in their stride and is an easily negotiated obstacle. It might not be a serious obstacle to someone with slight ambulatory disability, but it could be insurmountable to someone propelling themselves in a wheelchair and be a serious danger to someone with visual disability.

Obstacles to wheelchair access are some of the most obvious in an audit – steps, narrow corridors, heavy doors, lack of space for a comfortable turning circle and so on.

3.2   Ambulant

Many accessibility problems for someone with ambulatory difficulties will be similar to those for a wheelchair user, but they can usefully be considered separately because the solutions might be different. Although it is likely that most spaces accessible to a wheelchair user would be accessible to someone with ambulatory difficulties, there are some specifics. A very long corridor might be fine for a wheelchair user, able to take a short rest when he or she wishes, but an obstacle to someone using crutches who might well appreciate the occasional wall bar or bench. Some people with ambulatory disabilities will actually find steps easier than ramps, and whenever possible the recommendation is that both steps and ramp should be provided for a level rise, the steps to have consistent treads and risers.

3.3 Dexterity

Accommodating people with dexterity problems provides examples of the fact that it need cost no more to meet the needs of all, including those who have difficulty in this respect. A well-designed window catch, door handle, or lock is easily used by everyone, only lack of thought leads to the specification of models that are awkward to use. If you are replacing door furniture as a maintenance item, carefully consider the replacement units and take the opportunity to improve access without cost. Consider, for example, a teacher with arthritis who has to get help to unlock a resource cupboard because the lock and handle are fiddly. His/her needs are not 'special'; such a simple piece of equipment should be useable at a wide range of dexterity levels.

3.4 Visual

In assessing accessibility for those with visual disabilities you should look at lighting levels, quality of lighting, highlighted stair or step tread edges, the need for tactile signage, and the need for tactile controls, e.g. in a lift. One of the easiest changes is that in ensuring you have contrasting colour schemes throughout the school with schemes that make doors and passageways stand out. Matching colour schemes look nice, but when there are blue chairs on a blue carpet, this makes it difficult for those with visual difficulties to see the difference. The colour contrast between the floor and walls is critical. Very shiny finishes should also be avoided. In toilet areas, the sanitary fittings should stand out from the walls and floor surfaces.

Under Building Regulations Approved Document Part M specifiers are advised to contrast visually adjacent critical surfaces such as walls, ceilings, doors and floors by differentiating the colours used by a light reflectance value (LRV) of more than 30 points. BS8300 suggests minimum visual contrast as 20, preferably 30 points difference in LRV.

3.5 Auditory

For auditory disabilities you would look at harsh surfaces causing poor acoustic transmission, the need for induction loops and the provision of visual signals e.g. supplementing class change bells or fire alarm sirens with pulsing lights.

3.6 Comprehension

Assessing needs for people with comprehension disabilities is rather more subtle. Reinforcing signage with pictograms, or even the use of only a standard pictogram without text, is common practice in public buildings. Instructions, for example on how to use the school's secure entrance, should be brief and clearly written. Access to assistance if required should always be clearly indicated. You should consider all users of the school e.g. a dyslexic parent who has been directed to the Open Day room in which their child's artwork is exhibited.

Signage which clearly shows where the main entrance to the school is can be particularly confusing, especially where there appear to be a number of entrances. Such information must be made clear whether from the car park or the footpath outside the school site.

The emphasis in this document is on improving access to schools for disabled pupils. However, altering the building to meet the individual needs of disabled pupils improves access for all community users more generally including parents with young children and elderly people. A well planned system of information signs not only aids people with mental or visual impairments to find their way around the building but also helps to create a stress-free environment for everyone.

4   The Equality Act 2010

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation into one overarching piece of legislation governing the need for all reasonable steps to be taken to adapt the workplace for disabled people and to ensure that as far as is reasonable, the service being provided is not run in a way which makes it unreasonably difficult or even impossible for a disabled person to use.

The first step towards meeting the requirements of the Act is for education providers to carry out a thorough evaluation of their premises. This audit toolkit focuses on the built environment and the way it is used, and provides a practical tool for identifying any inadequacies. The way forward is to treat these inadequacies not as problems but as challenges and opportunities for positive change.

5   Methodology

An access audit is a measure of performance of a building or service, against the capabilities and convenience of those people who use it, or who wish to use it.   In order to establish how well a building serves its users, it is essential to use reliable design standards and advice against which to judge its performance.

A further essential element is the structured approach to audit. A proven approach is a journey through the building beginning with its approach(es), continuing through the entrance(s), penetrating bot horizontally and vertically to all parts, using its facilities and equipment, and finally exiting in an emergency situation.

The first stage of an audit, the survey, can be carried out by a relatively uninformed person or group. An audit carried out by a small team of people familiar with the fabric of the building, its range of functions, and the way in which it is used, is preferable to using an external consultant who will not have the in depth familiarity with the building use or users.

Most individual blocks in a school will require a complete set of assessment checklists, and it may be helpful to prepare sets for sub-blocks if there are significant differences in design, levels or function between particular areas. The audit should be broken down into whichever units the school feels are most convenient to manage and which relate best to the structure of its development or accessibility plan.

After completion of the initial survey, when results are being analysed and potential solutions formulated, audit teams should seek specialist advice – especially when priorities have to be established and compromises made. Guidance may be available for the local authority access officer, or an access group of disabled people.

Plans of the building and its approaches will be required to index the completed checklists. Apart from standard office supplies, the sole piece of equipment required for carrying out this audit is a two-metre metal tape. With only very few exceptions, the linear standards and advice accompanying the checklist can be measured using this tool.

Those completing the audit are strongly advised to read the Notes accompanying each checklist before carrying out the audit and to refer to them during the audit. This will improve the understanding of the checklist items and ensure a high quality audit. If necessary, professional advice should be sought.

Where staff and pupils/visitors have different access routes to separate entrances or there is separate car parking or WC facilities for instance, the access requirements for all groups of users should be assessed separately with the name of the area, block, entrance or approach identified at the top of each sheet.

Some checklists such as vertical circulation in a single storey building may be discarded as appropriate

Each question should be considered from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

6   The Access Audit and Its Contents

The following are the main elements covered by this access audit toolkit. There may well be areas particular to your building that are not covered specifically because they are unique to your building and as such these should be recorded separately.

6.1   Getting to the premises

- Parking
- Approach and routes to entrance
- Lighting and signage to entrance
- Surfaces of approach
- Street and grounds furniture

6.2   Getting Into the building

- Steps and ramps
- Entrance doors and thresholds
- Reception areas including desks, seating and lighting

6.3   Getting around the building

- Lateral circulation, width of corridors
- Obstructions and projections in corridors
- Width of internal doors
- Internal direction signs
- Floor surfaces, and tonal contrasts of surfaces
- Vertical circulation - lifts and stairs
- Provision of handrails and landings
- Provision of visual and audible signals

6.4   Using the services in the building

- Toilets, washrooms, changing and bathroom facilities
- Access to and in eating areas
- Access to and in entertainment spaces e.g. assembly hall
- Lighting, heating and acoustics
- Accessibility of switches, handles and controls
- Seating and furniture

6.5   Getting out of the building

- Emergency evacuation procedures for disabled people (PEEPS)
- Fire exits and escape routes
- Emergency lighting and warning systems
- Safe refuge areas in event of fire

6.6   Managing the building and service

- Keeping routes clear and obstructions removed
- Maintenance of lighting, heating and alarm systems
- Attitudinal approach of staff
- Adequacy of information signs
- Noticeboards, publications and other material provided for pupils, parents and other users

NOTE: Each question should be considered from the perspective of each type of disability:

- Wheelchair
- Ambulant
- Dexterity
- Visual
- Auditory
- Comprehension

7   After the Audit

7.1   Acting on the findings

After the audit has been carried out, the first step is to review the findings. This will enable a speedy recognition of the scale of issues to be tackled. Problems may be found to be localised in one area, or be widespread; they may be relatively easy to resolve, or pose a significant challenge. Quite often, hazards to any user of a building are highlighted by an audit, such as initial identification of the main entrance to the building from the road outside.

Depending on the extent of the issues revealed, an audit team may either identify ready solutions or may wish to call on professional external advice.

When structural changes are required, it is strongly recommended that the setting seeks advice from one or more professionals e.g. an architect or building surveyor. Such individuals will assist in the development of a costed programme of improvements which takes into account the severity of the problem, the necessity to improve the situation, the logistics of the building work required and the capital investment that may be required.

7.2 The Accessibility Plan

As indicated above, any improvements required can and will in the majority of cases form the basis of the setting's Accessibility Plan. Some of the improvements could also be highlighted as part of the setting's objectives in relation to the Single Equality Scheme. There are likely to be three main routes to improvement, only one of which incurs additional capital cost.

7.3 Working Practices

Many improvements to access are easy to implement by simple changes in working practice, e.g. the appropriate storage of furniture and equipment to keep circulation areas and wheelchair accessible WC's free of clutter; the allocation of the responsibility to a member of staff to keep external areas clear of fallen leaves, snow etc.; the relocation of activity from a noisy area to a quieter one for hearing-impaired people; the changing of classrooms to make access to toilets or rooms easier for a member of staff or pupil who is disabled etc. Some solutions may be temporary or permanent depending on the final outcomes required for the individual concerned.

7.4 Minor Physical Alterations

Significant levels of improvement in accessibility result from the use of appropriate fixtures, fittings and finishes. Most premises will have a budgeted programme for planned maintenance as well as a budget for ad-hoc repairs and replacement. It is advisable to review the former in the light of the audit findings in order to ensure that when the maintenance programme is carried out, the most suitable colours, for example, are used to improve the ease with which doors are identifiable by visually and mentally-impaired people, or the floor surfaces/coverings enable the use of wheelchairs or walking aids etc. Similarly, the suitability of a component or fitting about to be replaced should be considered. If the Accessibility Plan indicates the need for change, the early opportunity to do so should be taken.

7.5 Structural Changes

The resolution of problems which require structural alteration or redesign should always be carefully planned and programmed. The building may be listed or have other constraints upon it or simply cannot be altered in such a way that all areas can be accessed by all users in the short or medium term. Long term strategies must however be formed which will met the needs and not totally disadvantage either pupils or visitors to the school.

7.6 External Access

The audit may identify problems which are outside the direct control of the school or setting, for example poorly located bus stops and parking areas or the lack of dropped kerbs, street lighting etc. Bus companies and local highway authorities are often receptive to suggestions for changes when the problems are explicitly identified.

7.7 Maintaining Access

Regular reviews should be carried out to ensure that access is maintained, so that changes in working practices, the installation of additional equipment or furniture etc. do not inadvertently compromise the accessibility of the building.

8   Basic Dimensional Information

The purpose of this information is to enable users to continue audits beyond the fabric and fittings of buildings into areas such as the arrangement of loose furnishings, filing systems, directional signs, notices etc., which can all create barriers within an otherwise accessible and convenient environment for either staff, visitors or both.

All dimensions are in millimetres.

Length

Wheelchair with user	approx. 1150
Wheelchair with leg-extended user	approx. 1500
Wheelchair with pusher	approx. 1750
Adult plus guide dog	approx. 1500

Width

Wheelchair user being pushed	approx. 650
Independent wheelchair user across elbows	approx. 900
Adult using a walking stick	approx. 750
Double crutch user: elbow crutches	approx. 900
Shoulder crutches	approx. 1200
Adult plus escort	approx. 1200
Adult plus guide dog	approx. 1100

Height

Oblique upward reach of wheelchair users (shorter if young person)	1250-1400
Shoulder height/comfortable reach of wheelchair user (shorter if young person)	975-1050
Normal adult eye level	1400-1600
Eyelevel of wheelchair user	1150-1225
Knee clearance for adult wheelchair user	700
Armrest clearance for adult wheelchair user	750

Turning circle

Manual wheelchair (adult)	1500-1700

Block/Area: _____   **Date of survey:**   _____

CHECKLIST A – CAR PARKING AND APPROACH

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element, where appropriate, should be given consideration in the school's Accessibility Plan.

Q.		Yes	Part ially	No	Notes
A1	Is the building within convenient distance of a public highway?		X		Distance from gate/public road to playground is c. 30m and 60m to front entrance
A2	Is the building within convenient distance of public transport?			X	No local public transport provision but school bus has nearby reserved paring right outside the entrance
A3	Is the building within convenient distance of car parking?	X			There is a small parking area in front of the school grounds, however this is restricted during school hours. There is parking on nearby roads or in village, c.150m – 300m away. If a visitor or member of staff is disabled, there would be provision for reserved parking for them right next to the building..
A4	Is the route to the building entrance clearly marked/found?			X	There is a sign on the corner of the building pointing to main entrance, but consider lighting. 'No pedestrian access' on the larger vehicular access gate and 'all visitors must report to reception' on the smaller pedestrian gate are enough to signpost the correct visitor entrance.
A5	Is the route to the building entrance free of kerbs?	X			Yes.
A6	Is the surface smooth and slip resistant?		X		Route is tarmac and is even, but is not specifically non-slip
A7	Is the route wide enough?	X			Yes, wide enough for a wheelchair.
A8	Is it free of such hazards as bollards, litter bins, outward opening windows and doors or overhanging projections?			X	Free of hazards

A9	Is it adequately lit for use during the hours of darkness?			X	Need to consider external lighting particularly for those attending After School Club. There is a light at the main entrance for night-time access but the corner of the building next to the access path is not lit. Need a light on the corner of the building next to reception pointer sign on the SW corner of the building.
A10	Is it identified by visual, audible and tactile information?			X	Visual only. Consider audible & tactile only if the pupil circumstances require it? Would the lead time on purchasing these resources enable us to provide for a new pupil or member of staff who would need them?
A11	Is the route level? (i.e. no gradient steeper than 1:20 and no steps)	X			
A12	Is there car parking reserved for people with reduced mobility? *(If no, go to A17)*			X	Do we consider having a parking space for pupils, parents or visitors with restricted access? Can we designate a reserved for those with limited access? We should talk about this with staff – if we have one, we need it to be free and to be used properly. We should talk with staff first to clarify why and how we need one Our regular visitor who demonstrates wheelchair basketball provides a good case in point of arranged provision when we know of a visitor with accessibility requirements, with staff making a large space available, but this does not suffice for ongoing provision for other potential visitors – or for example family & friends visiting a performance at school.
A13	Is the reserved area clearly marked out, signed and easily found and kept free from misuse?				To be discussed as part of the new space, if proposed
A14	Is the reserved area as near the entrance of the building as possible?				To be discussed as part of the new space, if proposed
A15	Is the reserved area kept free from misuse?				To be discussed as part of the new space, if proposed
A16	Is the reserved area suitably surfaced?				To be discussed as part of the new space, if proposed
A17	Is storage space available for outdoor powered scooters?			X	We have a standard scooter store which is covered and would suffice for this.
A18	Is the route to the building kept free of snow, ice and fallen leaves?	X			Need somebody else (in addition to Julian) on call for this

CHECKLIST B – ROUTES AND EXTERNAL LEVEL CHANGE INCLUDING RAMPS AND STEPS

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element, where appropriate, should be given consideration in the school's Accessibility Plan.

Q.		Main	Class 4	Class 3	Hall way	Class 1/2 door	Notes
B1	Is there a permanent or portable ramp? If not, go to question 9	Y	N/A	N	N	Y	
B2	Are there level approach spaces at the top and bottom of the ramp?	N				Y	
B3	Is the ramp wide enough and suitably graded?	Y				Y	
B4	Are ramp landings long enough and provided at intermediate levels?	N/A				N/A	Ramps are short and do not require landings
B5	Is the surface of the ramp slip-resistant, particularly when wet?	Y				Y	
B6	Are the ramp edges protected to prevent accidents?	N/A				N/A	Ramps are short and do not require kerbs
B7	Are there handrails provided to one or both sides?	N				N	
B8	If a permanent ramp (or re-graded levels) cannot be formed (perhaps to a Listed Building) is a portable ramp available?	N	N/A	N	N	N	If we are to re-use the Cube as a regular classroom space, we need to consider whether we buy a portable ramp for the space, or await the enrolment of a pupil who would need one before doing so.
B9	If a safe and convenient ramp cannot be constructed, is a platform lift or a wheelchair stair lift in good working order available?	N/A	N/A	N/A	N/A	N/A	
B10	Are there steps?		N/A	Y	Y		
B11	Is there a visual and tactile warning at the top and bottom of each flight?		N/A	N	N		No visual and tactile warnings on steps
B12	Is there a suitable handrail to one or both sides?		N/A	N	N		No handrails in place, however Class 3 and Hallway are a single step so not needed
B13	Are ramps and steps adequately lit?		N/A	Y	Y		
B14	Are step treads long enough and consistent in depth?		N/A	Y	Y		(Depending on its re-use as a class) Cube entrance steps are uneven and short
B15	Are risers shallow enough, all the same height and unlikely to trip users?		N/A	Y	Y		(Depending on its re-use as a class) Cube entrance steps are differing heights

B16	Are all nosings marked and clearly defined?		N/A				(Depending on its re-use as a class) repaint Class 4 external steps ACTION contingent on its use
B17	Are landings of adequate size and are they provided at intermediate levels in long flights? (delete)						Not applicable
B18	If safe and convenient ramps and steps cannot be provided is vertical movement by powered means an alternative? See checklist E.						Not applicable

CHECKLIST C – ENTRANCES, INCLUDING RECEPTION

(Use separate sheets for each reception area where there is more than one – Adult Education/ Sports/Conference facilities may have alternative receptions).

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element, where appropriate, should be given consideration in the school's Accessibility Plan.

Q.		Main Entrance	Previous Class 4 Cube	Oak class	Birch /Rowan classes (two entrances which are identical)	Notes
C1	Is the door clearly distinguishable from the facade?	Y	N/A	Y	Y	The willow in the front of school is starting to impede visibility (pros & cons of having this coverage – there are privacy benefits though the Cube is an even larger obstacle. Whilst there are benefits to having coverage – eg. unwelcome visitors can't see in, there are disadvantages (eg. unwelcome visitors can't be seen).
C2	If the door is frameless glass, is it easily recognisable to prevent people colliding with it to aid visually impaired people?					N/A
C3	Does the clear door opening or one leaf when opened permit passage of a wheelchair or double buggy?	Y	N/A	Y	Y	According to this audit, there is suitable width for a wheelchair (85cm) however standards have changed recently to provide for a 90cm width
C4	Does it have a level or flush threshold, and a recessed mat-well?	N	N/A	N		Slight lip to Main Entrance, one step to Oak Class at South side

Ref	Question					Notes
C5	Does the mat within the well completely fill the void, both in depth, width and length?		N/A			
C6	Is there visibility through the door/way from both sides at standing and seated levels?	Y	N/A	Y	Y	All the doors have glass
C7	Is adequate space available beside the leading edge of the door for a wheelchair user to open the door whilst clear of the door swing?	Y	N/A	Y	Y	
C8	Is weather protection provided at manual non-powered doors?	N	N/A	N	Y	Rowan/Birch class doors lead into covered areas
C9	Can the door furniture be used at both standing and seated height?	Y	N/A	Y	Y	
C10	Can it be easily gripped and operated?	Y	N/A	Y	Y	
C11	Is the force required to open or close the door minimal?	x	N/A			The doors are not heavy
C12	If the door has a closer mechanism does it have:		N/A			
	(a) delayed closure action?		N/A			
	(b) slow-action closer?	Y	N/A	Y	Y	
	(c) minimal closure pressure?		N/A			
C13	Is there a facility to summon help?	Y	N/A	N	N	
C14	Is there a revolving door? *If not, go to question 14.*	N	N/A	N	N	
C15	Is there an alternative single leaf door adjacent?		N/A			
C16	If s door is power-operated does it have visual and tactile information?		N/A			
C17	If the door is security-protected is the system suitable for use by and within reach of people with sensory or mobility impairments?	Y	N/A			Some tactile signage worth considering? We can discuss as governors and decide whether the investment would be proportionate. Reception has full sight of the entrance door and visitors with access requirements would be met at reception for the member of staff to take proportionate reactive measures.
C18	Are regular checks of entrance doors made to ensure proper functioning?	Y	N/A	Y	Y	Yes
C19	If there is a lobby, do the inner and outer doors meet the same criteria?	N	N/A	N/A	N/A	Yes – the door from reception to the hall is similar in accessibility to the others.
C20	Do lobby layouts enable all users to clear one door before going through the next?	Y	N/A	N/A	N/A	Y

C21	Are signs and noticeboards designed and positioned to inform those with visual impairments and wheelchair users with lower eye-levels?	Y	N/A	Y	Y	Posters & warning signs that we have inspected are all at younger-pupil-age-appropriate height which is accessible to all
C22	Does the lighting installation take account of the needs of visually disabled people?	Y	N/A	Y	Y	New LED lighting fitted in 2024 takes account of the needs of visually impaired people in offering a much brighter, better lit environment than previously. As well as being important during the winter months, this is recommended by the RNIB for the needs of visually impaired people.
C23	Are floor surfaces:		N/A			
	(a) slip-resistant, even when wet?	y	N/A	Y	Y	Mixed
	(b) of a quality that is sympathetic to acoustics – i.e. not so 'hard' as to cause acoustic confusion?	y	N/A	Y	Y	Hard flooring in Hall area is potentially challenging to a pupil with acoustic sensory issues
	(c) easily manoeuvred by wheelchair users?	y	N/A	Y	Y	
C24	Are junctions between floor surfaces arranged in a way that avoids presenting tripping hazards and causing visual confusion?	Y	N/A	Y	Y	
C25	Is any reception desk/point suitable for approach and use from both sides by people in either standing or seated positions?	Y	N/A			
C26	Is it fitted with an induction loop for communication with hearing aid users?		N/A			No – consider for governors
C27	Is external communication possible by minicom (textphone) as well as standard telephone?		N/A			No
C28	Is the reception desk lighting, together with its background, designed to facilitate lip-reading?	Y	N/A			
C29	Is British Sign Language available?		N/A			No
C30	Is the waiting area equipped with seating designed for ease of use?	N	N/A			No
C31	Is space available clear of the circulation area for wheelchair users to wait?	Y	N/A			No
C32	Is information which is intended for visitors to take away, available in large print, Braille and audio-tape versions on request?		N/A			No
C33	Are all finishes matt, non-reflective and colour-contrasted?	Y	N/A	Y	Y	No
C34	For those progressing to other parts of the building is information provided by signs, supported by tactile information such as a map or model?	N	N/A	N	N	There are no onward access signs to the three classrooms. Rowan class has a class name sign on its door.

CHECKLIST D – CORRIDOR AND ASSEMBLY AREA

(Use separate sheets for each main corridor and assembly area).

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element, where appropriate, should be given consideration in the school's Accessibility Plan.

Q.		Hallway to staffroom	Hallway to Class 1/2	Hall	Notes
D1	Is each corridor/passageway/aisle wide enough for a wheelchair user to manoeuvre and for other people to pass?	N	Y		
D2	Is each corridor etc., free from obstruction to wheelchair users and from hazards to people with impaired vision?	N	N		Filing cabinet in staffroom entrance
D3	Do any lobbies allow users, (incl. wheelchair users) to clear one door before approaching the next with minimal manoeuvre?	Y	Y		
D4	Is turning space available for wheelchair users?	Y	Y		
D5	Do natural and artificial lighting avoid glare and silhouetting?	Y	Y		
D6	Are visual clues available to help orientation?	Y	Y		
D7	Do floor surfaces:				
	(a) allow easy passage for wheelchair users?	Y	Y		
	(b) minimise light reflection and sound reverberation?	Y	Y		Hall has hard shiny floor
D8	Are textured surfaces used to convey information to people with impaired vision?	N	N		Again, comes back to issue of 'do we need, if there is no current staff/pupil needing this?'
D9	Are direction or information signs (incl. means of escape) visible from both sitting and standing eye levels, and are they in large enough type to be read by those with impaired vision?	N	N		Again, comes back to issue of 'do we need, if there is no current staff/pupil needing this?'
D10	Are there tactile signs and information for those with impaired vision?	N	N		Again, comes back to issue of 'do we need, if there is no current staff/pupil needing this?'
D11	Are regular checks made to ensure the above features are maintained?				no
Assembly Areas					
D12	Is lighting designed to meet a wide range of needs?			Y	New LED lighting fitted in 2024 with its daylight tone has improved the visibility around the school, especially in the winter months. It is not dimmable but represents an improvement across the school over

Q.		Yes	No	Notes
				previous lighting; the RNIB recommends brighter lighting for visually impaired people.
D13	Is sufficient circulation space allowed for wheelchair users?			Y
D14	Is it maintained clear of obstructions which could create hazards for people with visual disabilities?			Y
D15	Are seating arrangements/spaces suitable for use by people with visual disabilities?			Y
D16	Are all areas for assembly/meeting equipped with an induction loop system?			N
D17	Is the functioning and operation of the induction loop checked regularly?			

CHECKLIST G – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL STAIRS) – Cube only. As the Cube is not currently in use, this section should be considered relevant only for hypothetical use of the Cube as a classroom again in the future.

(Use separate sheets for each internal stairway).

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element, where appropriate, should be given consideration in the school's Accessibility Plan.

Q.		Yes	No	Notes
G1	Is the location of the stair adequately signed at each level?		x	No. In the event of use, chevrons could be used around the stairs.
G2	Is each level clearly identified by tactile and visual information?		x	
G3	Is the approach to stairs at both the top and bottom identified using a textured floor surface?		x	No – could be retro fitted in the event of use as a classroom again.
G4	Is there a visual warning at the top and bottom of each flight?		x	
G5	Does the stair have a suitable handrail on each side?		x	No – in the event of use as a classroom again, fitting a handrail would be an action.
G6	Is there adequate, well-positioned lighting?	Y		Yes, with good daylight too.
G7	Are treads long enough and each of the same depth?	Y		
G8	Are risers shallow enough, all the same height, and unlikely to trip users?	Y		
G9	Are all nosings clearly defined?	Y		The nosing is firmly tacked down and is white, a different colour from the rest of the stairs.

G10	Are landings long enough and provided at intermediate levels in a long flight?			NIA
G11	Is the facility maintained in good condition and regularly checked for obstructions/surface defects etc.?	Y		Yes, although the building is not in use as a classroom, staff still enter it at least weekly.

Additional Notes:

CHECKLIST H – VERTICAL MOVEMENT AND INTERNAL LEVEL CHANGE (INTERNAL DOORS)

Q.		Yes	No	Notes
H1	Is the door absolutely necessary for fire safety or functional reasons?	Y		All doors are fire doors
H2	Is it distinguishable from its surroundings?	Y		The doors to the three classrooms are all a different colour, red, to their surrounding walls.
H3	If the door is glass, is it easily recognisable to prevent people colliding with it and to aid visually-impaired people?	Y		The glass area on all the classroom doors is enhanced in visibility through protruding edges around the glass surrounds. Whilst the external doors do not have this edging around the glass, they have larger glass panels letting in such light that the glass panels are very visible.
H4	Can people each side of the door, either standing or seated in a wheelchair, see each other?		N	Reception door only has glass in top half. This should enable sight of all but the smallest people on the reception side, but younger pupils do not use this door without being accompanied by adults.
H5	Is the clear opening width sufficient for a wheelchair user?	Y		
H6	Is there adequate space alongside the leading edge for a wheelchair user or someone with limited mobility to reach the door control while clear of the swing?	Y		There is space externally for a wheelchair user to access the door handle being out of line with the door's (inward) swing. There is space internally, to the right-hand side of the door viewed from inside, for a wheelchair user to operate the door handle and allow the door to swing inwardly. To enable this, boxes should be removed from the right-hand side of the door area (these boxes are not impeding any other access to this door).
H7	Is the door handle at a height suitable for both standing and seated users?	Y		
H8	Is the handle clearly distinguishable from the door itself?	Y		
H9	Can it be easily gripped and operated?	Y		
H10	Is the door recessed so that when fully open, it does not block a corridor which is also a main exit route?		N	For obvious safeguarding reasons the main entrance door would seldom be open more than momentarily. There are no recesses in hallway but in the event of the door being open for some minutes, it can be propped open with a door stop which would leave it fully open with an aperture of 90+cms.
H11	If a door closer is fitted, is it a delayed closer, a slow-action closer, minimum necessary loser pressure, or hold-open, i.e., with magnets linked to the alarm system?		N	Entrance Hallway door is heavy and fairly fast closing
H12	Are regular checks made to ensure proper functioning of both the door and any fittings or fixtures?	Y		

Additional Notes:

CHECKLIST I – SPACES FOR STAFF, PUPILS AND OTHERS

Q.		Office	Mrs P's office	Staffroom	Kitchen	Rowan	Birch	Oak	Cube	Hallway	Notes
I1	Is function or use identified by visual and tactile information?	Y	N	Y	Y	Y	Y	Y	Y	Y	Visual, rather than tactile, signs are in place. Birch class is missing a visual sign
I2	Are lighting, heating and ventilation controls easily identified, reached and used?	Y	Y	Y	Y	Y	Y	Y`	Y	Y	
I4	Are socket outlets easily identified and reached?	Y	Y	Y	Y	Y	Y	Y	Y	Y	
I4	Are emergency 'break-glass' panels and door releases easily identified and reached?	Y	Y	N	Y	Y	N	Y	Y	Y	Class 2 panel is behind computers – accessible but not visible if somebody does not know its location. Hall panel has no instructions.
I5	Is the lighting designed to meet the needs of a wide range of users?	N	N	N	Y	Y	Y	Y	N	Y	Staff room lighting poor and very yellow in tone Classrooms have on/off lighting switches, not dimmable. Oak Class and Birch class have blinds, but these are for shading rather than full black out (Rowan Class has one blind)
I6	Can the lighting be adjusted to suit the range of activities and tasks carried out in the space?	N	N	N	N	N	Y	N	N	N	No – lighting is either on/off
I7	Is circulation space allowed for wheelchair users?	Y	Y	Y	Y	Y	Y	Y	Y	Y	
I8	Is the space maintained free of obstructions which would create hazards for people with sight impairments?	Y	Y	Y	Y	Y	Y	Y	Y	Y	
I9	Do seating and work surfaces colour contrast with carpets and surrounding areas?	Y	Y	Y	Y	Y	N	Y	Y	N/A	Class 2 has blue carpet and some blue seats (though the majority are red). Consider swapping chairs to red ones to increase contrast. There are spare red chairs in both Oak Class and the hallway cupboard.
I10	Are spaces where meetings are held fitted with a sound enhancement system e.g. induction loop?	N	N	N	N	N	N	N	N	N	No sound induction loop fitted

Q.										
I11	Is its performance checked regularly?									
I12	Are changing cubicles suitable for wheelchair users, with room for assistance to be given if required?									
I13	Are good sight lines maintained for visually-impaired or wheelchair users of lecture theatres, assembly halls and meeting rooms?									

CHECKLIST J – WC PROVISION – ALL TOILET AREAS

Q.		Disabled	Class 1	Class 2	Class 3	Staff	Notes
J1	Is WC provision made for people with disabilities including wheelchair users?	Y	N	N	N	N	
J2	Do all toilet areas have slip-resistant floors?	Y	Y	Y	Y	Y	
J3	Is the floor easy to distinguish by colour contrast from walls?	Y	Y	Y	Y	Y	
J4	Are all fittings readily distinguishable by colour from their background?	N	Y	Y	Y	Y	There are no contrast surrounds in Disabled WC – white fittings, white walls, lilac floor
J5	Are all door handles, locks and light switch easily gripped and operated?	Y	Y	Y	Y	Y	
J6	Can door locks be operated from the outside with the use of a key or other device in the event of an emergency?	Y	Y	Y	Y	N	May not be possible to open staff toilet from outside if key already in lock – ensure an awareness of this is added to lone working protocols.
J7	Do ambulant disabled people and people using walking aids have sufficient space to manoeuvre?	Y	N	N	N	N	
J8	Can ambulant disabled people manoeuvre and raise and lower themselves in standard cubicles?		N	N	N	N	
J9	Are both hand washing and drying facilities approachable by and within reach of someone in a wheelchair?	Y					
J10	Is the tap appropriate for use by a person with limited dexterity, grip or strength?	Y	Y	Y	Y	Y	

J11	Do able-bodied persons have less distance to travel to a WC than a disabled person?	Y or N					This depends on the person's location – but the Disabled WC is next to two out of the three classrooms
J12	Are all finishes matt, colour-contrasted and non-reflective?	N	N	N	N	N	Toilets have shiny tile walls

CHECKLIST K – WC PROVISION – WHEELCHAIR ACCESSIBLE – STANDARD LAYOUT

Q.		Yes	No	Notes
K1	Can the WC be approached by a wheelchair user i.e. is the route free of steps, corridor obstructions, narrow doors etc.	Y		
K2	Is the location clearly signed?	Y		
K3	Is the travel distance to this WC less than that to a standard WC	Y or N		This depends on the person's location – but the Disabled WC is next to two out of the three classrooms
K4	Is there sufficient space outside the toilet compartment for manoeuvre and door opening?	Y		
K5	Are the door handles, lock and light switch easily reached and operate?	Y		
K6	Can the door lock be operated from the outside with the use of a key or other device in the event of an emergency?	Y		
K7	Is the compartment large enough to allow unassisted or assisted manoeuvring into position for frontal, lateral, angled and backward transfer?	Y		Yes, but it should be cleared of the rug and cushion on the floor underneath the shower.
K8	Do all toilet areas have slip-resistant floors?	Y		
K9	Is the floor easy to distinguish by colour contrast from walls?	Y		
K10	Are all fittings readily distinguishable by colour from their background?		Y	Need to improve contrast behind sink/toilet
K11	Are the fittings arranged to facilitate these manoeuvres?	Y		
K12	Are both hand washing and drying facilities within reach of someone seated on the WC?		N	
K13	Is the tap appropriate for use by a person with limited dexterity, grip or strength?	Y		
K14	Are suitably designed grab rails fitted in all the positions necessary to assist manoeuvring?	Y		
K15	Is there an emergency call system and is someone designated to respond?		N	
K16	Can the emergency call system be operated from floor level?		N	
K17	Is the alarm response unit in an area which can be easily seen and heard by people able to give assistance?		N	

K18	Is the manoeuvring area free from obstructions, e.g. boxed-in pipework, radiators, cleaners' buckets or occasional storage?		N	Clutter could be reduced
K19	If more than one standard layout WC is provided, are the layouts handed (a left-sided approach and a right-sided approach)?			

CHECKLIST L – SIGNS AND INFORMATION

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element, where appropriate, should be given consideration in the school's Accessibility Plan.

Q.		Yes	No	Notes
L1	Can all users readily find their way to and into the building?	Y		
L2	Once inside, are the functions of rooms and spaces clearly identified by visual and tactile means?		N	Visual rather than tactile signs
L3	Are lines of vision, both externally and internally, maintained free from obstruction?		N	Mostly yes, but the corridor outside staff room has a filing cabinet impeding sightlines
L4	Is the building equipped to provide hearing assistance?		N	
L5	Where tactile signs are used, are approaches to them kept free from obstruction?			N/A
L6	Are displays of information to take away within reach of both ambulant and wheelchair users?			N/A
L7	Is public information such as that provided to parents and via your website available in alternative formats, such as large print, audiotape and Braille?		N	
L8	Are noticeboards for parents and visitors easily accessible and viewed by people both sitting and standing?	Y		

Additional Notes:

CHECKLIST M – MEANS OF ESCAPE

Tick the Y or N column as appropriate and add notes if necessary. A mark in the 'N' column indicates that the element, where appropriate, should be given consideration in the school's Accessibility Plan.

Q.		Yes	No	Notes
M1	Is there a visible as well as an audible fire alarm system?	Y		
M2	Are personal vibrating alarms provided to employees with hearing impairments?		N	
M3	Are final exit routes as accessible to all, including wheelchair users, as the entrance routes?		N	Small lip in exits from Rowan, Birch & Oak classes, and in hallway double emergency doors.
M4	Is vertical escape from a floor above or below the entrance floor possible using a fire-protected lift/platform lift with a protected or independent power supply?			
M5	If people with disabilities cannot completely evacuate the building, can they easily reach places of relative safety or refuges?	Y		
M6	If refuges are available are they equipped with 'carry chairs' (Evac chairs)? If none required go to question 9.			
M7	If carry chairs are available have all relevant staff been trained in their use?			NIA
M8	If carry chairs are available, are they regularly maintained and checked for proper operation?			NIA
M9	Is a personal emergency evacuation plan (PEEP) available for each member of staff needing assistance?			A PEEP should be considered for each new member of staff – do they have any access needs to we all need to be aware of?
M10	Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures?	Y		
M11	Are the evacuation routes checked regularly for freedom from combustible material and obstacles, including locked doors?	Y		
M12	Are both the general escape strategy and the personal emergency plans (PEEPS) checked and tested regularly for efficiency and effectiveness?	Y		Yes (general escape strategy) – PEEPs to be considered as new members of staff join us.
M13	Are all fire warning devices and detectors checked routinely and regularly?	Y		